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ABSTRACT

The aim of the Texas Child Migrant Program is for each school district to develop a migrant program designed to meet the educational needs of the children of that school system. Each district is encouraged to implement new ideas, activities, and changes which will improve the education of migrant children. The basic goal of the Texas Child Migrant Program is the development of a comprehensive and total educational program which will help the migrant child realize his highest potential, creatively and usefully, and which will prepare him to take his place in the educational mainstream. This bulletin describes the program in terms of its objectives, project activities, staff and program development, summer institutes for migrant school personnel, and summer school programs for migrants. The Texas Child Migrant Program consists of 2 types--the 7-month program and the Enrichment Program, which is a supplementary educational service. Other projects for migrant children include the preschool program, the 4-year-old program, the demonstration school, and the interstate cooperation program. A list of the Texas Migrant Project schools for the school year 1972-73 is included. A related document is ED 056 824. (NQ)

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TEXAS CHILD MIGRANT PROGRAM

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Migrant and Preschool Programs

Texas Education Agency
Austin, Texas

FALL, 1972

RC006640

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin; and

(6) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

PREFACE

This bulletin is published as a source of information for school districts participating in the Texas Child Migrant Program and for others interested in the education of migrant children. This publication is not exhaustive and is intended as a supplement to other Agency bulletins, including An Administrative Guide for Programs for the Education of Migrant Children and A Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children.

It is the desire of the Agency that each school district develop a migrant program designed to meet the special educational needs of the children of that school system. All districts are encouraged to implement new ideas, activities, and changes which show promise of improving the education of the migrant children in Texas.

THE DEFINITION OF A MIGRANT CHILD

United States Office of Education

" A migratory child of a migratory agricultural worker is a child who has moved with his family form one school district to another during the past year in order that a parent or other member of his family might secure employment in agriculture or in related food processing activities."

This is the only definition which can be used when placing children in migrant programs. Such criteria as late entry and achievement tests are meaningless unless the student meets the above definition.

GOALS AND OBJECTIVES OF THE PROGRAM

The staff of Migrant and Preschool Programs of Texas Education Agency administers the Texas Child Migrant Program for the children of migratory agricultural workers. Only migrant children enrolled in an educational program of a local public or non-public education agency may participate.

The basic goal of the Texas Child Migrant Program is the development of a comprehensive and total educational program that will help the migrant realize his highest potential, creatively and usefully and that will prepare him to take his place in the mainstream of the educational program.

For the year 1972-73 these goals will be furthered if the following objectives are accomplished:

- By August 1973 every school district with a migrant program shall have had at least one meeting a month of the parent advisory committee and have had an active part in program planning. Every home of the participating migrant children will be visited by either a teacher, an aide, or ancillary personnel at least once during the 1972-73 school year.

- By August 1973 at least ten selected school districts will have implemented a sophisticated, comprehensive and effective parental involvement program which can be used as models for the other school districts in Fiscal Year 1973-74. A comprehensive parental involvement program includes home visitation, parent education, parent visitation of classrooms, utilization of community resource agencies, recruitment of four year old and kindergarten children and voluntary parent participation in the classroom activities.

- By August 1973 specific behavioral objectives for oral language, reading, and mathematics will be available to the school districts for the migrant students participating in the Texas Child Migrant Program in grades 1-3.

- By September 1973 all summer institutes and state workshops will have implemented a component for the development of the best teaching techniques for migrant classes in the areas of oral language, reading, and mathematics and obtained speakers for self-concept, parental involvement, and individualized instruction.

- By May 1973 forty-seven (47) school districts will have completed a bilingual educational program for four year old migrant children.

- By May 1973 plans will have been developed for a continuing bilingual education for 5 year olds and older as needed.

The following activities should lead to the completion of the objectives:

- Review and approve Fiscal Year 1972 CASFA applications with the following requirements:

- ** All school districts must have a parent advisory committee with two or more migrant parents enrolled.

- ** All School districts must descirbe how many and by whom home visits will be accomplished.

- ** The ten selected school districts for pilot parental involvement projects will need to include:

  1. Home liaison personnel with detailed job descriptions
  2. Parental involvement program descriptions will outline methods of implementing parent education, parent visitation of classrooms, utilization of community resources, recruitment of four year old and kindergarten children and voluntary parent participation.

- ** All four year old migrant programs will be required to have a state migrant approved bilingual curriculum.

- * Review all institute proposals and approve if classes include the development of the best teaching techniques for migrant students in oral language, reading, and mathematics with speakers on self-concept, parental involvement, individualized instruction, and bilingual education.

- * Design the state migrant workshops to cover the areas of emphasis-oral language, reading, and mathematics - and inform all workshop consultants of our educational objectives.

- * Develop for publication behavioral objectives for migrant students in the areas of oral language, reading, and mathematics in cooper-with personnel from LEA's, ESC's, and university professors.

- * Study the effectiveness of the four year old bilingual program with the idea of planning the implementation of other bilingual programs for migrant children K-3.

- * Conduct monitoring visits to assure compliance of all of the above activities in addition to other federal and state requirements.

- * Communicate regularly and extensively with Regional Service Center Migrant Consultants.

In addition to these activities, the duties and responsibilities of the Migrant and Preschool staff of Texas Education Agency include:

- * Assistance to local education agencies having a high concentration of migrant children in order that these agencies may operate comprehensive educational programs and provide ancillary services to meet the unique needs of migrant children.

- * Staff development programs for personnel in the Texas Child Migrant Program.

- * Cooperation with other State Education Agencies in imporving educational programs and in developing record transfer systems for

migrant children.

- Coordination of the activities of cooperating agencies serving migrant children in the State of Texas.

DESCRIPTION OF PROGRAM

The Texas Child Migrant Program is an integral part of public school education in Texas. Two requirements set forth by the Texas Education Agency in Principles and Standards for Accrediting Elementary and Secondary Schools, Bulletin 560 (Revised), are especially applicable to the educational program for the migrant child.

Principle VI: "There is a planned instructional program in operation that leads to discovering and meeting the needs of preschool, in-school, and out-of-school children and youth."

Principle VIII: "The methods, techniques and procedures employed by teachers conform to the maturity, needs, and abilities of the pupils and to the requirements of the subject. Teaching supplies and equipment of acceptable quality, quantity, and variety are provided by the school system and used in the classrooms."

The Texas Child Migrant Program consists of two types--the Seven Month School Program, and the Enrichment Program.

The Seven Month Program

School districts in the Seven Month School Program have high concentrations of migrant children and are located in the Rio Grande Valley and South Texas. Because of the migration patterns in these areas, migrant children return to these areas in the latter part of October and leave in the latter part of April, and are not able to begin or to complete the regular ten month school session. To compensate for this inability to begin the school term as do the other students in the district, the Seven Month School Program operates for a minimum of one hundred and thirty-five (135) days, and the school day is extended so that the children are exposed to the same number of instructional hours as are children in the regular program. Teachers are obligated for an additional ten days for preparation and in-service.

To assure that the maximum number of teachers are available when the greatest number of children are in school, a special teacher allocation formula under the Minimum Foundation School Program is used. Teachers are allocated on three peak reporting periods rather than the usual six reporting periods and are paid a salary equal to that paid in the regular ten month program.

Migrant children in this program are grouped together in separate classrooms, allowing all students to begin and end the school year at the same time. The teacher is able to concentrate on using special instructional methods and techniques that attack the unique educational problems of migrant children. When possible, migrant children participate with non-migrants in other school activities such as art, music, physical education, and field trips.

The Enrichment Program

Each school district that participates in the Texas Child Migrant Program provides supplementary educational services known as the Enrichment Program. Various plans to utilize the Enrichment Programs are employed by the school district.

I. <u>Extra Services During Day</u>

Personnel are employed with Title I Migrant funds during the regular school day to provide supplementary instructional activities for migrant children. The emphasis during these activities is on oral language development. Other subject matter areas may also be emphasized in these plans. Ancillary services are provided with either Title I Regular or Title I Migrant funds for migrant children as needed.

a. Supplementary Teacher in Special Classroom

b. Circulating Supplementary Teacher

c. Special Services with Teacher Aides

II. <u>Extended Day</u>

The migrant children are integrated into the regular school program and participate in school day activities as do non-migrant children. At the end of the regular school day, one extra hour of instruction is provided. Teachers are employed from Title I Migrant funds and it is recommended that

classes of migrant children not exceed fifteen (15) in number. Assignment of children to classes is based on factors such as interests, fluency in English, and conceptual development rather than age or grade placement.

III. Separate Migrant Classrooms - Non-Graded

Classrooms that contain only migrant children are provided on a self-contained basis, with an organizational structure of the non-graded plan.

The pupil-teacher ratio of these classes is not to exceed twenty-two (22) to one (1) teacher and it is recommended that each of these classes have a full-time teacher aide.

IV. Combinations

Combinations of the above plans may be employed by school districts to allow for participation of greater numbers of children.

Within the framework of guidelines formulated by the United States Office of Education pursuant to the Migrant Amendment, Title I Elementary and Secondary Education Act of 1965, and the Texas Education Agency, each school district designs a local program based on the identified needs of the migrant children to be served.

All migrant program schools provide for developmental and remediation programs, for health and other ancillary services, and for a variety of enrichment activities. All schools provided for in-service training for personnel, including programs to improve instructional methods and techniques and to develop awareness of the psychological and sociological factors affecting cognitive processes. All schools include in their plans provisions for development of closer home-school relationships. All schools may request funds for the employment of special professional personnel and para-professional aides, the number being dependent on the priority of needs in the individual school.

PROJECT ACTIVITIES
1963-1973

The State Board of Education, the Commissioner of Education, and other Texas educators have, for many years, sought ways to improve the education of migrant children. Meanwhile, the patterns and practices of mobile families have continued on a course diverging progressively from the course of the traditional school program.

In an attempt to find ways of providing leadership in bringing the school and the migrant into a cooperative effort for education, the Texas State Board of Education in 1962 requested that R. P. Ward, a former superintendent of public schools in Edinburg, Texas, make a survey to determine the number of migratory children in Texas and their patterns of migration. Although Mr. Ward did not receive complete returns from all school districts surveyed, those districts returning the questionnaires reported 48,775 migrant children enrolled in Texas public schools. On January 7, 1963, as a result of the survey, the State Board of Education approved the appointment of a commission to consider more effective ways of educating migrant children. The commission, working with the staff of the Texas Education Agency, proposed a Six-Month School Program. The resulting program with a longer daily schedule and fewer holidays provided for instructional hours equivalent to the instructional hours required in the Nine-Month Program.

The State Board of Education adopted the report of the commission, and in September 1963 five school districts in the lower Rio Grande Valley began the Texas Project for the Education of Migrant Children with a combined enrollment of 3,000 students. A committee composed of selected public school personnel and representatives of the Texas Education Agency developed a curriculum guide and a supplemental reading guide. Through the State Minimum Foundation Program, Texas Education Agency designed a formula for allocating teachers on the basis of peak enrollment figures rather than on the customary basis of average daily attendance.

The evaluation at the end of the first year revealed that the students participating in the program had made gains in academic growth and social adjustment comparable to those made in the Nine-Month Program by full-time students with similar backgrounds. Also, it revealed a positive acceptance of the Program by teachers, parents, and community leaders.

At the end of the second year it was evident that if the effectiveness of the program were to be truly tested, additional funds were needed. Consequently, in 1965, the Texas Education Agency, through the Governor's Office, made application to the United States Office of Economic Opportunity and received a grant of $3,312,936. Those funds provided for the operation of special programs in twenty additional schools. (See Table I). The program schools provide additional professional personnel, teacher aides, lunches and snacks, clothing, medical examinations, and medical follow-up for children needing those services.

Technological changes affecting production and harvesting of crops led to the assumption even before 1963 that within a few years there would be a significant decrease in the number of migratory agricultural workers.

Although changes have occurred in kinds and numbers of jobs available in other states, almost the same number of families form Texas continue to migrate seeking employment, seeing no alternative to their migratory life style.

The number of migrant children in any one school may vary significantly from year to year, but the number of programs and the number of migrant children participating has increased steadily. The pilot project for 3,000 migrant children has become an on-going program which in 1972-73 will involve approximately 57,000 school age children of migratory workers. Table I shows the numerical change from 1963-1972.

TABLE I GROWTH OF MIGRANT PROGRAM

Year	Number of School Districts		Number of Migrant Children Enrolled
	Six Month	Enrichment	
1963	5		3,000
1964	10		6,000
1965	20	20	20,000
1966	20	20	20,000
1967	20	25	25,000
1968	20	45	35,000
1969	20	46	40,000
1970	20*	59	50,000
1971	19	71	52,478
1972	19	75	56,118

* Designation changed to Seven-Month in 1970

On January 1, 1967, funds for the education of migrant children became available under Title I Migrant Amendment to the Elementary and Secondary Education Act of 1965, Public Law 89-10 and replaced funds previously granted through the Office of Economic Opportunity. With funds provided by that Act, participating schools have purchased instructional materials and equipment, employed additional teachers, teacher aides, and special service personnel, expanded in-service programs, and have offered more comprehensive health, food, and clothing service.

During 1967-68 the Texas Child Migrant Program served approximately 25,000

of the estimated 85,000* migrant children in the State of Texas.

Twenty additional school districts participated in the Enrichment Program during the 1968-69 school year, making a total of sixty-five schools providing supplementary programs for migrant children. These school districts served approximately 35,000 migrant children.

Seven school districts began Enrichment Programs in the 1969-70 school year making a total of sixty-six projects participating in programs which provided supplementary instructional and ancillary services for approximately 40,000 migrant children in Texas. During that year the participating schools enlarged their preschool summer programs, as well as their educational and vocational programs for junior and senior high schools to meet the needs of more children.

The school project for 1970-71 operated in approximately seventy-nine (79) school districts and served approximately fifty thousand (50,000) migrant children in grades K through 12. This project was designed to provide educational and ancillary services for migrant children enrolled in project schools. The educational phase of the project included instruction in language arts, social studies, science, mathematics, art, music, health and physical education, and arts and crafts.

For Fiscal Year 1972, Texas operated ten (10) pilot classrooms for four year old migrant pre-kindergarten students. Five of these classroom units were in the McAllen Independent School District and five of these units were in the Hereford Independent School District. As pilot projects the main purpose of these units was the development of curriculum materials for four year old migrant students in the anticipation that the Texas Child Migrant Program would move into programs for four year old students during the 1972-73 school year.

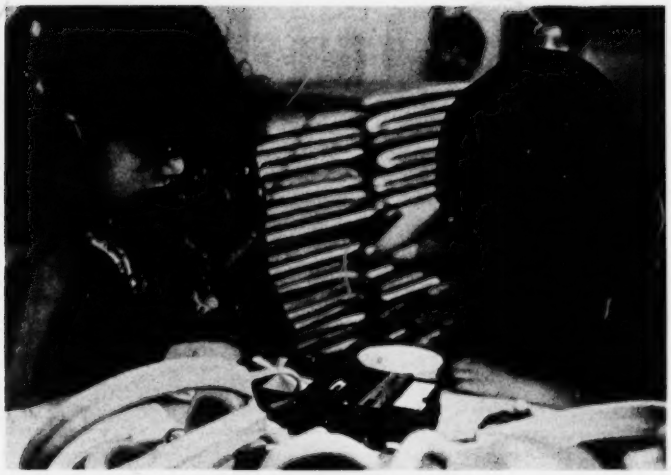
In 1972, thirteen (13) school districts were also added to the migrant program making a total of ninety-four (94) school districts.

Fiscal Year 1973 will bring the state-wide funding of ninety (90) migrant four year old units and the addition of another thirteen (13) school districts with a total of 58,000 migrant children being served.

THE TEXAS PLAN

The Texas Plan for direct assistance to local education agencies for special educational programs for the children of migrant agricultural workers consists of several components.

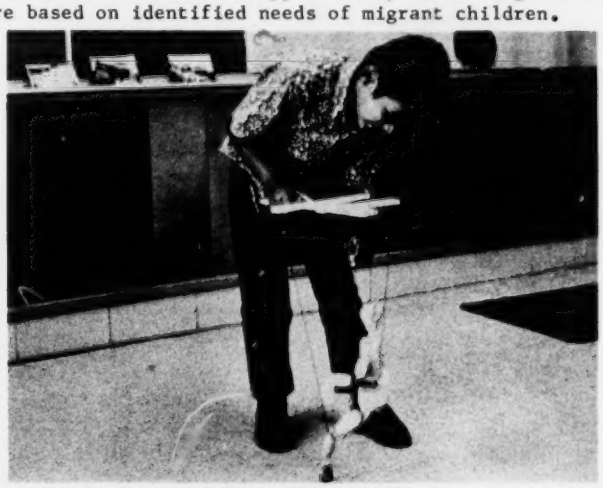
* This estimate is based on the report on Texas Migrant Labor (1966) prepared by the Good Neighbor Commission of Texas and on a study of migration made by A. R. Ramirez, Director of Migrant Affairs, Texas Office of Economic Opportunity.
(January 1966)



Child Migrant School Program

One hundred five school districts receive direct and indirect assistance funding under the Elementary and Secondary Education Act Title I Migrant Amendment to operate supplementary instructional and ancillary programs for migrant children. Nineteen of those school districts operate the Minimum Foundation Program Seven-Month School.

The programs primarily serve children in grades 1-9, but many projects also have implemented programs to serve children in grades 10-12. Professional and para-professional instructional personnel, instructional materials and equipment, ancillary personnel, ancillary services, and other supportive elements are offered within the scope of the total program. Each school provides all migrant children participating in the program meaningful instructional activities that are supplementary to the regular school program and that are based on identified needs of migrant children.



Child Migrant Preschool Program

Texas has had a summer program for non-English speaking preschool children since 1959. To help local education agencies meet the needs of migrant children, the State, during 1967-68, made funds available for preschool classes during the regular school year while migrants are in Texas.

Because many school districts were already operating at full capacity, facilities for preschool units were not available. Texas Education Agency received approval from United States Office of Education to enable certain local education agencies to construct facilities and implement 40 preschool units in the spring of 1968. An additional 138 preschool units were constructed in the summer of 1968, making a total of 178 units for 1968-69, serving approximately 3,500 preschool five and six year old migrant children. During the summer of 1969, twenty-nine additional units were funded. This provided for the 1969-70 school year a total of 207 units to serve approximately 4,000 eligible migrant children. The classes, which continued for a period of at least seven months, operated within a curriculum structured to provide for development of an adequate command of oral English, for cultural and educational enrichment, and for development of concepts. During 1967-68 Region I Education Service Center, Edinburg, Texas, under a grant from the United States Office of Education, Department of Health, Education, and Welfare, began a curriculum revision project for first year non-English speaking pupils. With the permission of the California State Department of Education, the staff of Region I Education Service Center used as the core of their curriculum a series of lessons initially labled Project H-200 and now known as Teaching English Early, developed at the University of California at Los Angeles and at the California State Department of Education, under a grant from the United States Office of Education. The kit assembled for preschool migrant classes by Region I, under contract to Texas Education Agency, included the language lessons, a set of recorded language cards, pictures and objects for visual aids, drills, games, and recordings of songs and stories in Spanish and in English. The supplementary materials are correlated with the language lessons to reinforce and expand the child's use of oral English and of Spanish in schools where there are bilingual teachers and/or aides.

In 1971-72 migrant preschool students were included in the Minimum Foundation Program units of preschool. Supplementary funds were provided for the migrant students who were eligible for the Minimum Foundation Program preschool. Even larger allocations were funded for the migrant students who were ineligible for the Minimum Foundation Program preschool (ages 5 years 0 months to 5 years 2 months). Each child continued to receive a free hot lunch and a snack.

For further funding the migrant kindergarten has been incorporated into the State Minimum Foundation Program and will be allocated monies on the same basis as the regular migrant program students. Henceforth, migrant kindergarten children will be part of the regular migrant program but will not be required to enroll in supplementary language classes.

Four Year Old Program

After operating pilot projects for four year old migrant children in Hereford and McAllen the Texas Child Migrant Program will fund 90 units in 51 school districts for Fiscal Year 1973.

The early years are by far the most important in his developmental process. Therefore, it is hoped that the four year old program will help each child:

- Learn about himself and others;
- Learn about social relationships;
- Extend his environmental interaction;
- Learn to deal with reality;
- Have creative and aesthetic experiences;
- Develop motor skills through both large and small muscle activities;
- Develop language skills;
- Learn to care for his own bodily needs.

Demonstration School

Central Elementary School, McAllen, Texas, was designated as an experimentation and demonstration center for migrant education. Texas Education Agency, McAllen Independent School District, Southwest Educational Development Laboratory, and Region I Education Service Center are coordinating resources in the development of innovative programs for migrant children. The programs at Central Elementary School have been developed in the areas of Early Childhood Education, Bilingual Education, Parental Involvement Program, Reading Language Development Program, Mulit-Cultural Social Education, and the Individually Prescribed Instruction Math Program.

Staff and Program Development

In January 1966 funds were allocated for local and area workshops and for dissemination of pertinent information to further the coordination of instructional activities in Texas, with similar activities being conducted in other states. The staff of the Migrant and Preschool Programs, Texas Education Agency, in cooperation with Regional Education Service Centers, assists local education agencies in the development of sound programs in migrant education and in teacher training activities.

Since traditional techniques, methods, and materials have not proved effective in teaching migrant children, program development emphasizes innovative approaches and a closer relationship between the curricula and the experiences of the migrant child outside of school. In addition to Texas Education Agency and Regional Education Service Center personnel, nationally recognized specialists serve on a consultative basis to assist in the development of programs and in teacher-training activities.

Texas Migrant Educational Development Center

Beginning in 1968 Texas Education Agency contracted with Southwest Educational Development Laboratory, Austin, Texas, to conduct a survey to determine the number of migrant children in Texas schools, to develop and field-test curricula relevant to the special needs of migrant children as determined by research, to evaluate current migrant programs, and to develop a model secondary program for use in the education of migrants. Under the terms of the contract the Center is developing plans for approaches which may prove more effective than the Seven Month Program. The Center is also developing new materials and is adapting existing materials that are especially applicable for the migrant child. As a part of the contract, the staff of the Center will train selected personnel of Texas Education Agency, of Regional Education Service Centers, and of local education agencies in the use of the new curricula. The personnel so trained will then be responsible for conducting staff development in-service training in order that the new programs may be initiated and utilized by the classroom teachers in the Child Migrant Program.

In 1971-72 two programs for four year olds were established by Southwest Educational Development Laboratory for the Texas Education Agency. These programs in Hereford and McAllen were pilot study designed to reach the migrant child. It is hoped that with use of bilingual techniques the four year old migrant will be better prepared for public education.

At the elementary level a multicultural social education program has been developed and is being field tested in several migrant classrooms. These materials emphasize cultural diversity and social concepts.

Another component which is essential to the migrant program is parental involvement. Texas Migrant Educational Development Center organized materials and a program outline which proves invaluable in developing consistent parental involvement components throughout the state. These materials and ideas are available in the Southwest Educational Development Laboratory publication Handbook for a Parent-School-Community Involvement Program.

Summer Institutes for Migrant School Personnel

Since 1966 Summer Institutes have been conducted by institutions of higher learning and Regional Education Service Centers under contract with Texas Education Agency; the institutes assist administrators, teachers, and teacher aides in developing needed competencies.

For the summer of 1972 Texas Education Agency cooperated with Texas A & I University at Kingsville, Texas; University of Corpus Christi at Corpus Christi, Texas; Region I Education Service Center with institutes located at Pan American University at Edinburg, Texas, at Southmost College at Brownsville, Texas, and at Texas A & I at Laredo, Texas; Region XIII Education Service Center at Austin, Texas; Region XVII Education Service Center at Lubbock, Texas; Region XVIII Education Service Center at Midland, Texas; and Region XX Education Service Center at San Antonio, Texas, in sponsoring summer staff development institutes for personnel engaged in the teaching of migrant children. Some of the areas of concern were:

- Identifying needs of migrant children and designing curriculum to meet these needs
- Role of the school in a parental involvement program
- Bilingual education
- Instructional reading skills
- Audio-visual techniques
- Instructional teacher/teacher aide workshops
- Early Childhood education

The Summer Institutes have offered personnel in the migrant program a chance to receive intensive and professional training in the specialized materials and techniques which are necessary to conduct an adequate migrant program.

Interstate Cooperation Program

In 1966, Texas Education Agency entered into an Interstate Cooperation Project to share with other states in the search for solutions to the problems of education of migrant children and to develop an Interstate School Record Transfer System. Twelve states, selected on the basis of the number of Texas workers who migrate to those states for agricultural employment, were hosts to twenty-four teachers from Texas Child Migrant Program project schools.

Basis for selection of participants:

- Actively engaged in the teaching of migrant children
- A valid Texas teaching certificate
- Interest in migrant children
- Ability to relate to migrants
- Other qualities essential to a representative of the Texas Education Agency.

The Interstate Cooperation Project is designed:

- to have available in the participating states, teachers with experience in the teaching of Texas migrant children
- to share among states an understanding of the problems of teaching Texas migrant children
- to implement the Migrant Record Transfer System
- to improve teaching techniques used in the instruction of migrant children
- to encourage Texas-based migrants to participate in school programs when they are in other states
- to promote, especially among participating Texas teachers, a realization of the problems faced by school-aged migrant children during the migrant cycle.

In 1967 six additional migrant stream states joined in the Interstate Cooperation Project.

During 1968-1971, the project again involved eighteen migrant stream states and twenty-four teachers from Texas, continuing the Interstate Cooperation Project in an effort to offer a sequential education program to migrant children.

At present twenty (20) states are elected to participate with Texas in the Interstate Cooperation Project. The states are:

California	Nebraska
Colorado	New Mexico
Florida	New York
Idaho	Ohio
Illinois	Oregon
Indiana	Utah
Iowa	Virginia
Kansas	Washington
Michigan	Wisconsin
Minnesota	Wyoming

A desirable outcome of the project has been that many of the participating states have employed Texas teachers for their summer migrant programs. The aforementioned states were selected on the basis of the number of Texas migrants who migrate to these states for agricultural employment. The plan calls for the use of twenty-six (26) teachers.

The project is just one of the efforts being made by Texas Education Agency to foster and continue interstate cooperation in an effort to offer continuing education to migrant children.

Film for Dissemination Purposes

Texas Education Agency has available for dissemination a film concerned with migrant education in Texas. "Education for Migrant Children" presents an overview of the operation of the Texas Child Migrant Program and is available in both English and Spanish. The film is also available at Education Service Centers that have a migrant component.

Migrant Media Center

This component, initiated in 1968, provides audio-visual media materials coordinated with the curriculum offered in the Texas Child Migrant Program. Under contract to the Texas Education Agency, Region I Education Service Center in Edinburg, serves all schools participating in the Texas Child Migrant Program. The center houses over three thousand 16mm films, sound filmstrip sets, and multi-media kits. From this collection, over 3,000 items per month are circulated to Texas Migrant Program teachers. In-service workshops and institutes designed to promote effective use of instructional media are sponsored by the Migrant Media Center for migrant school personnel.

Regional Education Service Centers

Nine of the twenty Regional Education Service Centers funded by Texas Education Agency are located in areas of high concentration of migrant children. The nine centers provide assistance in the development of programs and in the use of instructional materials for migrant program schools and aid in staff development through a variety of in-service training activities.

The consultants work in area workshops, school district workshops, and on a one to one basis with teachers in demonstration teaching. In this way there is effective, continuous in-service training being conducted in the migrant programs of Texas on a year-round basis.

Summer School Programs for Migrants

For those pupils who have migrated since January 1, 1967, special educational recreational programs were operated in thirty-nine of the seventy-one participating school districts during the summer of 1971. The programs included oral language development, reading, social studies, science, and mathematics, all presented with techniques and methods significantly different from those used during the regular school year. The use of textbooks is held to a minimum and emphasis is placed on making education a pleasant experience. The summer programs emphasize oral expression, arts and crafts, and swimming and other types of recreation. At present, there are forty-two (42) summer programs in operation throughout the state.

TEXAS MIGRANT PROJECT SCHOOLS 1972-73

School District	Grade Levels	Estimated No. of Students	Superintendent
Abernathy	PK-12	270	Delwin Webb
Adrian	1-6	32	Pat Blankenship
Alice	1-12	470	Dewey G. Smith
Alton	K-8	126	Clyde Lyons
Anton	K-12	81	John P. Jones
Asherton	PK-12	255	Coleman Bailey
Austin	K-12	195	Dr. Jack L. Davidson
Batesville	K-8	79	Thomas A. Richey
Beeville	PK-12	345	A. A. Roberts
Brownfield	PK-8	305	W. O. Caraway
Brownsville	PK-12	1,987	James T. Ogg
Carrizo Springs	PK-12	654	W. S. Taylor
Cotulla	PK-12	280	H. A. Halvorson
Crystal City	PK-12	1,584	Angel Gonzalez
Dilley	PK-8	432	C. E. Roberts
Dimmitt	K-8	420	Charlie White
Donna	K-12	1,720	Philip Fowler
Eagle Pass	PK-12	995	Jesus Gomez
Edcouch-Elsa	PK-12	1,184	A. W. Bell
Edgewood	PK-12	650	Jose A. Cardenas
Edinburg	K-12	2,511	R. S. Evins
El Campo	1-7	85	George E. Thigpen
Ennis	PK-12	280	Lonnie Renfro
Floydada	PK-6	245	A. E. Baker
Georgetown	PK-12	120	Jack Frost

School District	Grade Levels	Estimated No. of Students	Superintendent
Gregory-Portland	1-6	42	W. C. Andrews
Hale Center	1-8	270	Jon Tate
Harlingen	K-12	1,700	James I. Thigpen
Hart	K-8	240	Ted Averitt
Hereford	PK-8	1,960	Roy Hartman
Hidalgo County Coop*	PK-8	147	M. R. Smith
Idalou	K-5	140	C. E. Vail
Kress	1-6	60	N. L. Welch
La Joya	PK-12	1,076	Leo Valdez
La Pryor	K-6	80	Charles R. Cornett
Lamesa	K-8	440	Alvin R. Cannady
Lampasas	PK-12	260	Jack Lacy
Laredo	K-12	1,190	J. W. Nixon
La Villa	PK-8	435	Daniel Hernandez
Levelland	PK-8	430	W. T. Vardeman
Littlefield	K-4	80	Paul I. Jones
Lockhart	PK-10	89	Luther E. Hartman
Lockney	K-8	165	John P. Mason
Lorenzo	PK-8	170	Patrick Deviney
Los Fresnos	K-8	270	G. C. Shanks
Lubbock	1-6	450	Ed Irons
Lubbock-Cooper	1-6	71	H. C. Carpenter
Lyford	K-8	600	E. H. Trolinger
Mathis	K-8	507	Olan McCraw
McAllen	PK-12	1,572	Rodney D. Cathey
Meadow	1-8	65	Odell Wilkes
Mercedes	PK-12	1,588	Lauro Guerra

* Runn and Valley View School Districts

School District	Grade Level	Estimated No. of Students	Superintendent
Midland	PK-9	590	James Mailey
Mission	PK-12	1,380	Kenneth White
Monte Alto	K-8	95	Enrique Mendiola
Morton	K-8	260	Bob Travis
Muleshoe	K-12	525	Neal B. Dillman
New Deal	K-7	137	Foye L. Flood
New Home	K-8	83	Russell Howle
Northside	1-6	60	Edmund D. Cody
Olton	1-5	150	Joe Turner
Orange Grove	K-12	88	John R. Slater
Pawnee	K-12	104	Peter S. Marecek
Pearsall	PK-12	312	Wayne T. Wise
Petersburg	PK-8	176	J. N. Wilson
Pharr-San Juan-Alamo	PK-12	3,612	Dean Skiles
Plainview	PK-8	895	Glenn Harrison
Poteet	K-8	173	Glenn Ellison
Progreso	PK-12	170	Thomas Spell
Ralls	1-8	152	Robert Spoonemore
Raymondville	PK-8	780	William G. Burden
Region XIV Coop.*	1-8	500	Thomas Lawrence
Region XV Coop.**	PK-12	506	Charles Bitters
Rio Grande	PK-12	1,340	S. P. Cowan
Rio Hondo	PK-12	283	Pete Kroll
Robstown	PK-8	505	W. N. Corder
Roma	PK-12	960	C. T. Shelton

* Anson, Benjamin, Comanche, De Leon, Goree, Knox City, Munday, O'Brien, Paint Creek, Rochester, Rule, Sweetwater, and Weinert School Districts

** Ballinger, Bronte, Brownwood, El Dorado, Miles, Nueces Canyon, Rochelle, Rocksprings, San Angelo, Sonora, Sterling City, Wall School Districts

School District	Grade Levels	Estimated No. of Students	Superintendent
San Antonio	K-8	520	Harold H. Hitt
San Benito	K-12	1,854	John F. Barron
San Diego	PK-8	270	B. P. Taylor
San Felipe del Rio	PK-12	1,340	O. B. Poole
San Marcos	PK-5	127	Gordon Harmon
San Saba	PK-9	147	J. C. Petty
Santa Maria	1-8	150	L. R. Murphy
Santa Rosa	PK-12	238	Melvin White
Seguin	1-12	140	Jim Barnes
Sinton	K-12	172	J. D. Carlisle
Smyer	K-6	46	Warren Morton
South San Antonio	PK-8	317	Joe C. Hutchinson
Southside	K-6	99	Darrell Poole
Southwest	K-8	101	Bennie Steinhauser
Springlake-Earth	K-8	157	William L. Mann
Sudan	1-7	56	Kenneth Noles
Tulia	1-6	112	Bob Phillips
United Consolidated	K-3	60	Don Hughes
Uvalde	PK-8	540	R. E. Byrom
Victoria Coop.*	1-12	280	Dennis Grizzle
Waelder	PK-12	210	Charles T. Dunn
Weslaco	K-12	2,800	Otto Longlois
West Texas Coop.**	PK-12	1,039	J. W. Donaldson
Whitharral	PK-8	129	Archie Sims
Wilson	1-8	70	Glen H. Mitchell
Zapata	K-11	360	Antonio Molina

* Bay City, Goliad Kenedy, and Yorktown School District
** Alpine, Balmorhea, Candelaria, Ft. Stockton, Marfa, Pecos, and Presidio School Districts